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Abstract

The Grove High School vision was created by a group of parents and educators who sought a way by which high school students could be educated according to the proven theories of the Montessori method. This includes the belief in the effectiveness of intrinsic motivation, individualized curriculum and hands-on service learning.

The Grove High School seeks to foster self-motivated learners, capable of independent work. In this small, personal learning community (100 ninth-twelfth graders), students will be treated as individuals who take responsibility for their own learning. Student progress will be closely monitored by the student's own mentor (tutor) who will work with the student to set goals and design strategies for success. Students will be accountable for clearly defined scholarship, health and fitness, community, civic and technological goals. Through community service, internship, and project-learning, students will see themselves as a part of the greater community. In the process of planning, working toward, and achieving their own educational goals, pupils will attain knowledge and discover the intrinsic satisfaction of active learning that will last a lifetime.

The Grove High School provides an innovative model of true, site-based management through its business and organizational structure. As an independent, not-for-profit corporation, The Grove High School has a governance structure which includes all of the school's stakeholders, including teachers, students, parents, community members, local business people and post-secondary educators. These decision makers will determine the school's direction while they sustain and support the school's vision. Through participation with the community, The Grove School will offer an opportunity for our community partners to take part in public education while providing valuable resources and experience to students.

The Grove High School will be a model for those interested in implementing student-centered curriculum. As students at the Grove High School prove their competency to themselves, their teachers and their community, the individualized, self-directed academic model will gain credibility and serve as a model for other programs. Business and community partnerships will strengthen public support for educational goals. A successful, non-profit business and collaborative governance structure will encourage other school-based models. Our local universities, represented on the governing board, will have access to the site as a lab for educational programs. Some universities have already expressed an interest in using the Grove High School for internships and student teaching. As students and teachers interact with the school district, post-secondary institutions and the community, the vision of an educational model that produces intrinsically motivated, life-long learners will become a reality.

Grant funding will enable us to implement an innovative and comprehensive educational program. With the Montessori educational model, comprehensive assessment tools, teamwork of all stakeholders, innovative organization, and strong community support we will create an educational program that fulfills our vision of creating self-motivated, independent, life-long learners in the Montessori tradition.

Funding Requested: \$150,000

0 GROVE CHARTER HIGH SCHOOL'S EDUCATIONAL VISION

A. Baseline Information

Grove Charter High School was approved by Redlands Unified School District Governing Board on February 9, 1999, to serve up to 100 students in grades nine through twelve, following the Montessori Model. Grove Charter School is seeking a facility in Redlands, California.

Demographic characteristics and performance levels of students

The ethnic profile of the students and their community is as follows: Asian 04.4%; Hispanic 18.6% ; African American 03.3%; Caucasian 79.7%; other 11.2 %. Highest educational level of over 18 years old: no high school 15.7%, high school graduates 21.6%, some college 26%, College degree 24.7%, graduate degree 12%.

Redlands has 14 elementary, 3 middle, and 2 high schools, 1 continuation school, 1 junior college, 1 private university and 9 private schools. The Redlands Unified School District serves approximately 18,000 students. Its three high schools are: Redlands High School, established in 1891, 2900 students; Redlands East Valley High School, opened in 1997, 2060 students; and Orangewood Continuation High School, 290 students, with a substantial waiting list. No alternative or School Within a School (SWAS) options exist for Redlands students at this time. SAT scores for Redlands High School for 1997-1998 averaged 513 for Verbal and 530 for Math.

Characteristics of the community

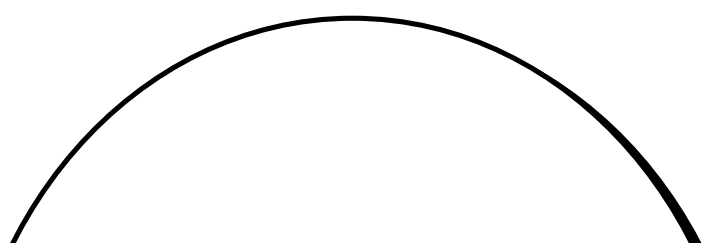
The city of Redlands, population of 65,500, is situated just east of San Bernardino in the Inland Empire of Southern California. Incorporated in 1888, Redlands values its historic roots in the citrus industry, culture, and art. Redlands places a strong emphasis on quality education, from the Redlands Unified School district to the prestigious University of Redlands. The economic base relies on agriculture, manufacturing, retail sales and service industries. Entrepreneurial, sales, managerial, and supervisory positions are highest growth human resources

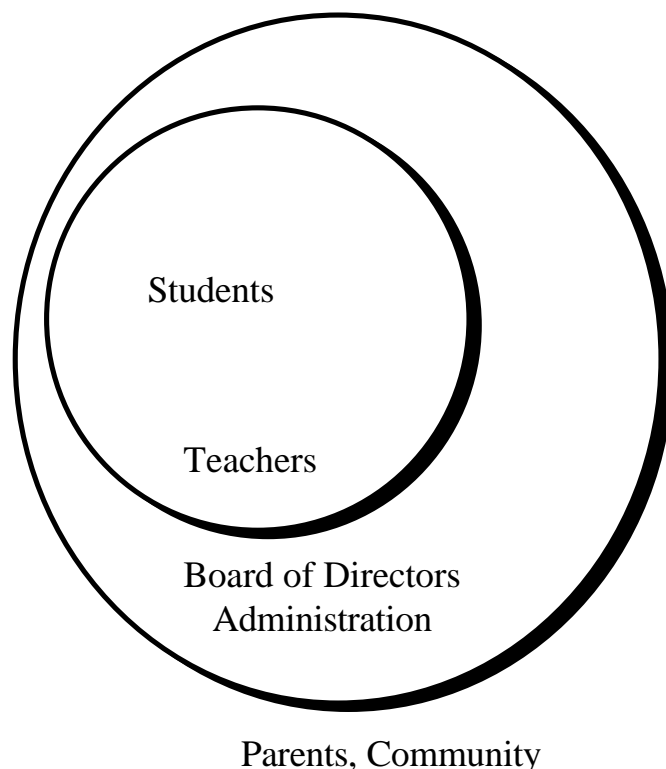
U.S. Department of Commerce ranks the Inland Empire as larger in population and income than one-third of U.S. states. California Department of Finance records an on-going population growth rate of 3.7% per year. Private-sector job growth in the Inland Empire is faster than any other region in California: at 6.6% in 1998 it was double that of the California average.

B. Educational Vision

Broad, overall program goals

The long-term goal of the Grove High School developers is to foster independent, self-motivated, life-long learners by providing a small and unique learning environment, consistent with the theories of the Montessori educational method. Cultivation of the individual student's natural desire to learn is at the center of Montessori education and relies on a combination of core curriculum courses and individualized, project-learning. An integrated, outcome-based curriculum recognizing that applied learning crosses artificial curricular boundaries is fundamental to Montessori. This approach will be used at the Grove High School to create a transformational paradigm extending to all stakeholders, including parents, students and educators. As an international movement Montessori honors and values the diversity of culture. Through partnering with the community, our students will become good citizens and integral members of the community.





This diagram represents the paradigm that is central to the vision for the Grove High School. The educational program, site-based management plan, and community collaboration components work together to form a model that benefits students, teachers, parents, the administration and the community in meaningful and innovative ways.

Students will benefit by a personalized educational program and close relationship with their teachers. They will be involved in the community and be eligible for membership on the Board of Directors. Students will achieve their core competencies while seeing themselves as valued contributors, and the world as a life-long learning environment.

Teachers will be able to fully exercise their craft in a personal environment with motivated students and supportive parents. They will be valued and respected members of the community. They will participate in administrative decisions through membership on the Board.

Administration will be able to effectively manage in a site-based model in partnership with teachers, students and community members. This will create a one-team approach in which all stakeholders are represented in the management structure and work together to provide an effective and meaningful learning environment.

Parents will be able to participate in their child's education at every level. They will get frequent and personal feedback from teachers regarding their child's progress.

Other community partners benefit from having a voice in the educational process and the participation of the students in community projects. The community will be strengthened by the students' ability to see themselves as community participants.

Philosophical, theory and research base for the vision

The Grove High School will provide a small, personal, learning community for high school-age students based on the theories of Dr. Maria Montessori. At the beginning of this century, Dr. Montessori envisioned a system of education whereby students, motivated by their own innate desire for knowledge, could become life-long learners. Her theories of education have been proven successful during the 20th century in schools worldwide and with students from a wide variety of backgrounds and abilities.

A Montessori education, at any age, is based on hand-on experience and real-life tasks. The message of service, human responsibility, and accountability are also reflected in the various learning experiences of the students. The Grove High School strives to remain faithful to the Montessori vision of a learning environment where each student can explore and realize his or her potential. "In a 1992 study, research showed that the Montessori environment and teachers fostered significantly higher levels of independence, initiative, and self-regulatory behavior. The Montessori children initiated more social interaction and employed more varied approaches to problem solving and task completion. Overall the children seemed more highly motivated in all aspects of their school experiences."¹

The Montessori program has produced successful performance outcomes for students. "A study in 1992, Boehnlein found that Montessori students consistently achieved significantly higher mean scales and NCE scores than the traditional students ... results from other public Montessori magnet school programs across the U.S. which consistently show Montessori students outscoring students in traditional classrooms. In Lorain city schools, the Montessori mathematics scores on the standardized test are the highest in the district's history, even outscoring the gifted and talented program children."²

Specific educational objectives

The proposed school, in collaboration with its community partners, will provide a unique learning environment in which students will have access to the county museum, major universities, and technological research and development firms. The community will, in turn, be partners in the educational process and help the school achieve its goals. Grove High School will graduate self-motivated, independent learners. As scholars, each will be proficient in social studies, mathematics, science, languages, and the arts, and will be competent, experienced users of technology. Each student will be able to pursue appropriate physical challenges and know the fundamentals of a healthy lifestyle. Students will learn and practice citizenship and be participating community members capable of providing meaningful service to others.

A unique educational opportunity for students, parents, and teachers in the Redlands community

In this innovative model students will pursue self-directed, core academics as well as project-based learning. Students, parents, and teachers alike constitute a small learning community, with students setting their own goals, making educational choices, and designing competency-based projects with the one-on-one help of a teacher who will be the student's mentor tutor. The tutor will serve as a guide or facilitator whose role is to follow and assist the

¹ Kendall, S. (1992). The development of autonomy in children: an examination of the Montessori educational model. Unpublished doctoral dissertation, Walden University.

² Boehnlein, M.M. (1992). Evaluation Report of Lorain Schools' At-Risk and Excellence Grant Program at Palm Montessori Academy and Lincoln Academy. Cleveland, OH: Cleveland State University.

learner to meet short and long-term goals and make academic progress. The high degree of parental involvement will give parents a voice and a window into their child's education. The teachers' participation in governance provides them with the opportunity to take responsibility and make educational choices. Innovative, credentialed teachers will find satisfaction in creating authentic relationship with students while working in partnership with parents and community members.

II. ORGANIZATIONAL STRUCTURE

A. Educational Capacity

Innovative strategies and proven methods

The Grove High School developers are committed to the objective of enabling students to become self-motivated, competent, and lifelong learners. To promote individual initiative, critical thinking, and community awareness, students in the Montessori-based curriculum will:

- Initiate, plan, and complete individual and group projects.
- Move through a self-paced core curriculum based on the University of California's standards in a small group setting.
- Demonstrate mastery of California state standards and competencies.
- Participate, at an internship level, in the world of work while exploring their own talents and interests.
- Apply and expand their skills and talents through community service and internships.

Students will work towards goals through core classes, interdisciplinary projects, and individual study. Core classes will be taught by credentialed faculty; other classes will be taught by adjunct faculty, specialists, and professionals. Students will be provided individualized tutoring and learning in small group settings. Student-initiated, off-campus learning, project and independent work will be monitored by the student's tutor. Peer tutoring and peer review will reinforce these goals. Students and parents will sign a contract committing to the goals. Teachers and Board of Directors will reach out to the community to create partnerships and internship opportunities for students.

Outcomes for student performance

The school's educational objectives support graduating well balanced individuals who are competent scholars, equipped to make healthy life choices, willing to accept the responsibilities of citizenship and be contributing community members. Students will be prepared to participate in a technology-based work environment. These students will possess the motivation, confidence and ability to set and achieve goals.

Student assessment program

Students will be assessed by their tutor and one other staff member twice a year. Evaluations will be based on competency demonstrations and rubrics to be kept in portfolios maintained by each student. Standardized tests (SAT-9, Presidential Fitness etc.) will be administered annually. Students will also engage in reflective writing, self-assessment, and peer evaluation. Seniors will complete a cumulative project that demonstrates skills and knowledge and will be evaluated by their tutors, other educators, and community members. The following chart outlines the specific assessment methods relative to student outcomes and curricular activities.

Methods to Achieve and Assess Pupil Progress

Outcome Abilities	Curricula	Assessment
Self-Motivated Independence <ul style="list-style-type: none"> Independently set and achieve goals Initiate, plan and complete projects. 	<ul style="list-style-type: none"> Tutor encourages increasing independence in developing goals, planning and completing interdisciplinary projects, competency demonstrations. Students participate in reflection and evaluation of outcomes. 	<ul style="list-style-type: none"> Semi-annual review w/tutor Reflective Writing & Discussion Portfolio Evaluation w/Rubrics Competency Demonstrations Annual Self and Peer Evaluation Senior Project
Scholarship <ul style="list-style-type: none"> Mastery of academic standards in core subject areas Students will be prepared for post-secondary education. 	<ul style="list-style-type: none"> Students participate in core courses taught on-site by faculty. Students create and complete interdisciplinary projects. Students participate in internship, service-learning, peer and cross-age tutoring. 	<ul style="list-style-type: none"> State Standards test. (SAT-9) Semi-annual review, ongoing Teacher Assessments. Portfolio evaluation w/Rubrics Competency demonstrations, National Tests (PSAT, SAT) Senior Project
Athleticism <ul style="list-style-type: none"> Fundamentals of health and safety Competence to pursue appropriate physical challenges. 	<ul style="list-style-type: none"> On and off-site courses in athletics, healthy choices, fitness. Participation in on- or off-site sporting and recreational events. Interdisciplinary service projects may include athletic components. 	<ul style="list-style-type: none"> Competency demonstrations, Presidential Fitness Test Senior Project (if applicable), Community Athletics Achievement Portfolio evaluation with rubrics
Citizenship <ul style="list-style-type: none"> Framework of our constitutional democracy Responsibilities and rights of citizens. 	<ul style="list-style-type: none"> Participation in local politics, debate/discussion of issues. Core courses on Constitution and civic history and leadership. Community service and internship projects that promote citizenship. Peer and cross age tutoring. 	<ul style="list-style-type: none"> Standardized Tests, Reflective Writing & Discussion Portfolio Evaluation w/Rubrics Competency Demonstrations, Annual Self and Peer Evaluation Senior Project (If applicable)
Community <ul style="list-style-type: none"> Collaborate, cooperate and communicate to achieve group goals. Provide meaningful service to others. 	<ul style="list-style-type: none"> Participation in community planning and leadership events. Cross-curriculum problem solving and conflict resolution strategies Peer and cross-age tutoring. 	<ul style="list-style-type: none"> Semi-annual review w/tutor. Reflective Writing & Discussion Portfolio Evaluation w/Rubrics Competency Demonstrations, Annual Self and Peer Evaluation Senior Project (if applicable)
Technology <ul style="list-style-type: none"> Become competent users of technology. Achieve computer literacy and skills. 	<ul style="list-style-type: none"> Use of technology as a tool that supports core and project-based curriculum. Students will use appropriate software, hardware and Internet research tools. 	<ul style="list-style-type: none"> Semi-annual review w/tutor. Reflective Writing & Discussion Portfolio Evaluation w/Rubrics Competency Demonstrations, Annual Self and Peer Evaluation Senior Project (if applicable)

Reform/restructuring-oriented professional development

The Grove High School staff will participate in professional development which directly addresses issues of school reform and restructuring particularly as applied to charter schools. The implementation grant will provide initial staff development in Montessori theory and methods, an essential foundation enabling the staff to work with The Board promoting the school's vision and carrying out the fundamental assumptions of the Montessori educational model.

In addition, all state continuing-education-credit credential requirements apply to The Grove High School teachers. School-wide Memberships will be obtained in CANEC, Association Montessori International, North American Montessori Teachers Association, National Science Teachers Association. Teachers will be provided opportunities to attend conferences, workshops and seminars that serve to broaden their knowledge and exposure to appropriate subject matter or teaching practices. The school will foster communication and networking with other similar institutions and individual educators who share our commitment to school reform.

Experience/knowledge base relating to educational goals

The success of our academic goals depends on experienced and innovative educators to define our vision and participate in our implementation. Our Board of Directors includes the administrator of a Montessori elementary school and two post-secondary educators. The Grove High School developers have worked closely with representatives from the University of California and the University of Redlands to ensure that the curriculum outline meets competency requirements.

B. Business and Organizational Management*Comprehensive functional design*

The school will ultimately serve 100 students (50 in the first year) and employ four teachers (2 in the first year), one administrator, and one site secretary. Additional adjunct faculty will be employed as needed for special-subject curriculum. The school will serve as a model for site-based management. A Parent Advisory Committee will be organized to focus the parental support needed to meet the needs of the students and the school. Parents and community volunteers will provide a range of services including in-class assistance, transportation, presentations in field of expertise, administrative services, and internship opportunities for students. Governance will be provided by the Board of Directors, comprising parent, student, staff, and community representation. Together these components will form a team that is collectively focused on our vision of creating self-motivated independent learners.

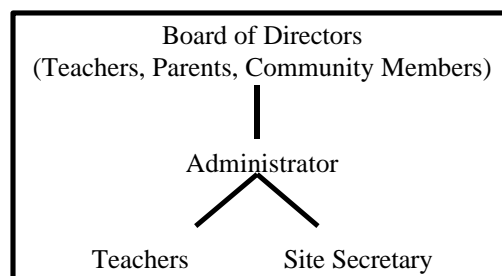
Comprehensive budget for a fiscal viability

The proposed budget (see Appendix F) demonstrates that the Grove High School will be a fiscally viable organization. The Board of Directors has approved budgetary guidelines and safeguards that will provide the financial stability necessary to achieve the long-term educational goals for our children. The budget reflects the grant-related implementation costs during the initial phase, with projections showing normal operating budget through our third year of operation. The budget assumes enrollment up to 50 students the first year, 75 the second year, and 100 in our third and successive years. Our budget has a small margin of revenue over expenses, enabling us to develop cash reserves for future unanticipated or capital expenditures.

The Board of Directors is committed to raising funds for additional projects as needed and to increasing the cash reserves for contingencies, expansions and special projects

Governance and management

The Board of Directors is organized to closely connect the policy and administrative decisions of the school with the stakeholders of the school. The Board is comprised of 15 members representing all stakeholders in the school.



Students: The inclusion of two student representatives will promote the school's vision of students as active community members and participants in their own education. Their presence will also keep The Board of Directors closely in touch with student issues. They will be elected by the student body.

Teachers: The teachers will elect two voting members to the Board. This will create an alignment of decision-makers and decision-implementers encouraging a roundtable approach to management, policy and financial issues.

Parents: The two parent board members are an extension of the parent participation that is expected and welcomed in all areas of the school. The parent members will be selected by the parent advisory group.

Administrator: The school administrator will be a voting member of the Board.

Community: Six additional at-large members will be elected by the Board. Community will be represented by the inclusion of several community members. One representative will be a member of the post-secondary educational community contributing educational experience and a relationship with local educational institutions. A representative appointed by the chartering school district will enhance the school's connection to the district. One Board member must hold a Montessori credential to keep the school focused on the Montessori vision.

The Board will elect officers of Chair, Vice-Chair, Secretary and Treasurer. The President of the Board will be the school administrator.

The Board of Directors will provide direction and grant authority to the administrator and assure that the vision and the mission of the school is implemented in all of its activities. Specifically, the Board will be responsible for financial and operational management of the school, adoption of the annual financial budget, solicitation and receipt of grants and donations, approval of contracts, oversight of financial audit, relations with the district, implementation of personnel policies and procedures and resolution of employee disciplinary matters. (Teacher and student members will be excluded from employee disciplinary matters).

The relationship between the administrator and the Board of Directors is fully detailed in Article V of the Grove High School by-laws. In brief, the administrator will be responsible for the daily running of the school, will supervise and control all of its business affairs subject to the control of the Board of Directors. The administrator will oversee the four core teachers, the site secretary and adjunct faculty.

The Grove High School will ultimately employ a total of one administrator, one site secretary and 4 FTE teachers. Two FTE teachers will be hired in the first year, the third teacher

in the second year, and fourth teacher in the third year. From the beginning, paid and adjunct teaching staff will supplement teacher instruction.

Teachers are required to hold a California teaching credential. Preferably, teachers and administrator will also have experience or familiarity with Montessori theory and methods. Staff development will be provided to assure a shared vision and information base. Student and teachers at the Grove High School are partners in the educational process and will work closely together in the students' self-directed educational environment. Teachers will communicate regularly with parents to include them in the educational process. Two of the four teachers will serve on the Board of Directors, ensuring their participation in the decision making process of the school. Teachers will not be represented by the Union and will be hired on a one-year contract basis.

The site secretary will perform general clerical functions and student support services. This person will also provide enrollment services and interface with the community. Some of this support will be required prior to the opening of the school during the proposed grant project period (June to September) to provide administrative assistance in developing policies and procedures and to handle enrollment and new student information.

Location of facilities and plans for maintenance

A primary use of the initial funding will be start-up facility requirements whether the ultimate scenario involves procuring, designing, renovating of new or existing buildings or augmenting lease costs for first year when enrollment will not cover lease expenses. Several facilities are currently being explored including:

1. Renting buildings from a private party which would locate the school near an established Montessori primary school. With this option, a portion of the grant would be used to provide building improvements in exchange for reduced rent in our first year of enrollment. Our budget is prepared with this scenario in mind. We are currently working with the property owner to explore the feasibility of this plan.
2. Working with the district to locate and refurbish unused district property. With this option we would use part of the grant to refurbish property that may be in disrepair and would have initial costs that exceeded normal operating costs. We are currently discussing this option with the school district.
3. Working with our partner, San Bernardino County Museum, to incorporate the school as part of a current expansion project for the Museum which is currently seeking federal funding.

Maintenance costs are not required in option 1 since these services would be provided under the terms of the lease. In options 2 and 3, the budgeted allowance for Lease Costs would be used instead for maintenance costs.

Experience/knowledge base relating to fiscal goals

In order to fulfill our vision for the Grove High School, it is paramount that we develop a fiscally viable organization. Our Board of Directors includes experienced business people from the community, including a CPA, a CEO of a private business, and the CEO of the community hospital. Their direction and contribution on business and financial matters are active in developing a financially sound organization that will enjoy long-lived success in providing a quality education and environment for our students.

C. Collaboration and Networking Strategies*Areas of collaboration within the school*

Commitments have been obtained from key organizations in the Redlands community to provide various resources and expertise in the implementation of the Grove High School.

- The San Bernardino County Museum, a primary partner of the school, will provide history and science adjunct faculty, as well as facilities for many special projects. The Museum is represented on the school's Board of Directors. An example of planned collaboration is a living history program at the Museum that will be designed and constructed by Grove High School students.
- Environmental System Research Institute (ESRI), considered the world's leading provider of geographic information system software, will provide technology and training for state-of-the-art technologies to be used by students and will advise on technical issues such as hardware systems, networks, and software.
- The University of Redlands will provide adjunct faculty lecturers and will use the school as a demonstration/training site for their educational credentialing program.
- The Redlands Community Theater will provide a drama education program with opportunities for performing arts within the community.
- Parents will be collaborators with the school as individuals, as Board members, and as part of the Parent Advisory Committee.

Involvement of parents and community members

Parent and community participation are integral to the vision of the school. Parents are expected to volunteer for a minimum of 30 hours each year. Their participation will be welcomed and expected in all areas of the school, including in-class assistance, special-subject lecturing in their area of expertise, transportation, administrative support, and technical expertise. Parents will be encouraged to join the Parent Advisory Committee. This body will elect two members to the Board of Directors and will be responsible for general oversight of parent volunteers and activities.

In addition to our formal community partners, local businesses and programs will participate in our mentoring and internship programs. Individuals from professional organizations, public service agencies, R&D industries, medical/research institutions, and private enterprise have all expressed interest in collaborating with the school. Students will also be out in the community on a regular basis, from participating in city council meetings, to volunteering in hospitals, to serving lunch at the homeless shelter.

Collective knowledge and experience of partnerships

Through our community partners, such as the San Bernardino County Museum, ESRI, and University of Redlands, the Grove High School knowledge base comprises substantive expertise in such educational content areas as Science, Arts, Technology, Life Skills, Career Development, Communications, and Business. Individuals in these organizations have committed to providing adjunct faculty, consultants, and mentors at all levels of the educational program: students, teachers, Board, and parents. In addition to expertise, our partners are prepared to provide special programs and projects designed to give hands-on, participatory learning.

External means of technical support

The depth and scope of expertise represented on the Grove High School Board of Directors is enhanced by the relationships these individuals have in the external community, a personal and professional network which they are able to draw on to supplement their own technical contributions. This includes, for example, the banking community, legal counsel, business development, financial management, local and regional civic organizations, other cultural and scientific organizations, and a variety of other community leaders.

D. Overall Program Evaluation*School-wide assessment plan*

An annual independent financial audit will be conducted in accordance with generally accepted accounting principles. The auditors will verify the accuracy of the school's financial statements along with revenue related data collection and reporting practices, and examine the school's internal controls.

As part of our annual audit and in accord with WASC accreditation, the Grove High School will conduct a school-wide assessment. We will assess our student's collective achievement of their goals in addition to school goals and school reform goal using the assessment tool outlined below

School-Wide Assessment Plan

GOALS	MEANS TO ASSESS
Student Goals Students will achieve: <ul style="list-style-type: none"> • Self-Motivation, Independent Learning, Scholarship, Athleticism, Citizenship, Community, Technology Proficiency 	<ul style="list-style-type: none"> • Summaries of Standardized Tests, Portfolios with Rubrics, Senior Project, Self and Peer Review as outlined in the student assessment table.
School-Wide Goals The Grove High School will demonstrate: <ul style="list-style-type: none"> • Progress in the measurement of student outcomes. • Improvement in student standardized test scores. • High staff and student attendance rates. • High parent participation. • Creation of new professional opportunities for faculty. • Creation of new community service and internship opportunities for students. 	<ul style="list-style-type: none"> • Analysis of standardized test scores and student assessments. • Analysis of staff and student attendance rates. • Accumulation and evaluation of parent participation data. • Staff assessment and review of professional opportunities and staff development.. • Accumulation of Internship and Community Placement records for students.

School-Wide Assessment Plan (cont.)

<p>School-Reform Goals</p> <p>The school will create opportunities for:</p> <ul style="list-style-type: none"> • Students to demonstrate clear educational outcomes • Collaboration between public and private community partners. • Parents and educators to share school governance responsibilities. • Authentic site-based management with responsible use of resources. • Educators to apply Montessori theory and practice to secondary education • Students and educators to engage in a small, viable learning community model at the secondary level. 	<ul style="list-style-type: none"> • Analysis of educational by collective measurement of student goals. • Careful examination of academic records, staff and student self/peer evaluations. • Analysis of collaboration, service and student internship interactions. • Documentation of shared parent and professional governance responsibilities. • Evaluation of site-based management based on financial audit report, business plan and educational outcomes. • Assessment of the success of Montessori methods used based on analysis of educational outcomes. • Evaluation of overall program success based on surveys of stakeholders.
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III. DESCRIPTION OF GRANT PROJECT GOALS AND ACTIVITIES**A. Identification of Program Needs***Involvement of parents, students, teachers, and community*

The Board of Directors, comprised of parents and community members and potential teachers have evaluated the implementation needs for the school. We have examined our needs and attended workshops and conferences which provide training for charter school implementation (e.g. CANEC, ISM). The knowledge base available to the Board members has also been drawn into the thinking and planning, both with regard to educational vision/design and financial planning. This has given us valuable input for identifying needs and estimating costs of our implementation phase. The priorities they have set are those required to open the school in the Fall of this year: leadership, staffing and staff development, and equipment and materials.

Program needs aligned with the effective organizational variables of the school

The Board of Directors assumes the responsibility of assuring that organizational variables are addressed by clear definition of goals and adherence to its business plan. The proposed program, which looks to the grant for critical implementation support prior to the opening of the school, introduces the role of administrator/consultant at the earliest possible time to provide management of organizational variables.

B. Justification for Support to Fulfill Identified Needs*Use of grant funds to fulfill educational vision*

First, to implement the educational vision of the Grove High School, grant funds will be used to support the hiring of leadership that will work with the Board of Directors in designing the infrastructure of our educational program, creating concrete curriculum, policies and procedures. Secondly, funding for staff training/development will enable staff to form cohesive team focused on the vision of the school and equipped with Montessori theory and practices. Without these our vision cannot be brought into being.

Use of grant funds to fulfill educational objectives

Grant funds will provide the necessary educational tools for a high quality learning environment: student furniture, books, and educational materials and supplies. This will grant will support our goal of technology proficiency by the purchase of computer hardware and software.

Use of grant funds to support other variables

The administrative infrastructure of the High School will be supported by the use of grant funds for the purchase of general office equipment and furniture.

C. Specific Grant Project Goals and Objectives*Tangible end-of-project work product*

By the beginning of the school, the following will be in place: furniture, books and class supplies, equipment purchased and installed. Curriculum, parent/student handbook, enrollment procedures, staff handbook, and financial procedures will be completed. Parameters of community partnerships and internship requirements will be formalized into a document. Staff development will have focused each staff member on the educational vision and lay the foundation for effective teaching.

Individuals responsible

The Board of Directors has formed small committees of Board members and parent volunteers to pursue hiring of the administrator/consultant and purchasing of furniture, equipment and materials. The Board of Directors will ultimately be responsible for completion of work but intends to have the administrator/consultant complete or lead many of the implementation tasks. Grant-funded secretarial support will assist the administrative effort. Coordinated by the Parent Advisory Committee, parent and community volunteers will be organized to assist in implementation and start-up activities.

Use and impact of new funds

The Board of Directors will seek additional funds from other sources including other grants, community and private donations of goods, services and funds. We anticipate the donation of duplicating services by local businesses for our initial outreach materials.

D. Self-Assessment and Procedures for Monitoring Progress*Timeline for specific tasks*

May (grant awarded)	Administrator/Consultant & secretary hired
Mid-August	Staff development plan prepared
	Internal policies and procedures developed
	Curriculum completed
	Enrollment procedures planned
	Facilities procured and outfitted
	Faculty recruited
	Parameters of community partnerships outlined
	Financial procedures implemented
September 1	Student furniture, books, and equipment purchased and installed

Procedure for evaluating quality of work

The Board of Directors will appoint committees to participate in and oversee each of the grant areas of funding. The committees will consist of Board members and parent and community volunteers. In addition to making purchase recommendations, the committee will report to the Board regarding the completion and the quality of the work involved. Purchase of goods will be evaluated on price, delivery and quality of materials. Curriculum will be reviewed by committee for alignment with University of California requirements and with Montessori methods. Policies and procedures will be reviewed by business and education committee members for adherence to legal and generally accepted personnel and business practices.

Adherence to required evaluations of grant

Grove High School representatives commit to working with California Department of Education (CDE) and other funded applicants in the grant review process, including submitting written progress reports as required and traveling to a CDE specified location for evaluation work. We will evaluate our success at meeting the objectives of the grant. We will provide CDE with our annual audit. All materials developed under this grant will be available to CDE for dissemination.

Process for how the grant money will be spent

Committees will obtain estimates and competitive pricing for specific purchases prior to submission to the Board of Directors for review and approval. The Board may authorize committees or administrator/consultant to make purchases on its behalf up to a pre-approved amount. All contracts must be authorized by the board. A bank account has been established at Community Bank in Redlands, California. All checks are to be signed by two Directors of the Board. The Treasurer of the Board will review the expenditures against the grant funds and ensure that they comply with the budget.

Budget Narrative

Funds are requested under this grant for the authorized purposes as follows:

(A) Post-award planning and design of the educational program

The funds indicated in object codes 5000-5999 include program and staff development costs. We will hire a consultant (\$20K) to complete the program and policy development for the Grove High School. The consultant(s) will work in cooperation with the Board of Directors and volunteers to perform the following tasks:

- Development of curriculum within existing guidelines.
- Development of assessment plan.
- Development of internal policies and procedures.
- Development of parent, student and staff handbooks and student contracts.
- Development of Internship Project Agreements detailing the relationship between the student and the community member participating in the project.
- Creation and presentation of initial staff development program

These documents will be adaptations of existing documents used in the district and the middle school program of a local Montessori school. All documents developed will be made available to the grantors for review or distribution. We have also included \$5K for administrative support for this activity. These funds will provide the program materials necessary to implement the program. These are one-time expenditures and are not included in our regular budget.

It is crucial that the implementation phase includes activities that will both provide staff a firm foundation in the Montessori approach and create a team that is collectively focused on the vision of the school. The entire staff needs to have a solid foundation of the guiding principals and fundamental assumptions of this educational model. These funds (\$20K) will be used to provide staff development in three areas:

- Montessori theory and methods overview
- Presentation of vision and school reform restructuring variable
- Review of program methods and materials
- Team building activities

The funds required for implementation are much higher than in the regular budget in order to provide the foundation for the staff that is required to successfully implement our educational program.

(B) Initial implementation of the charter school

This budget covers implementation tasks for The Grove High School to be performed prior to the school's opening date in September, 1999. A primary expenditure of the grant is to purchase the furniture and equipment for the classrooms and office. This will include classroom and office computers, classroom laboratory equipment, office equipment, telephone system (\$30K) in addition to classroom and office furniture (\$55K). Other costs include books and curricular materials (\$20K) enabling advancement toward mastery of academic standards and competencies. The funds required for implementation for these items are also higher than in the regular budget as they provide the initial materials required that can be re-used in future years.

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From Ixcalli Charter School Grant Proposal 15

BUDGET SUMMARY

Appendix A

Funds are requested under this grant for the authorized purposes as follows:

(A) Post-award planning and design of the educational program

The funds indicated in Budget Item for Personnel 1--Teaching Director and Budget Item 3 Community and Professional Development Director (subcontracted to SDSU Foundation) are hire for these positions to oversee the development of the curriculum and assessment plan for the Ixcalli Charter School. The 50% salary of the Teaching Director (TD) from the CDE grant funds will allow this teacher to begin September 1, 1998 to work on organizing and conducting professional development and curriculum development activities. The other 50% of the Teaching Director's salary will be absorbed by the SDUSD when the school begins operations in January 1999. The TD will then assume half-time teaching responsibilities paid by the district, with 50% time dedicated to the continued development and refinement of the curriculum and assessment plan. The Community and Professional Development Director (CPDD) will be the liaison between the school and the community and the school and the SDSU-COE. Funding of this position is for 6 units of assigned academic time at the Associate Professor level on the salary scale. The CPDD will be responsible for finalizing site selection, recruiting students and establishing community partners in the school's educational program and funding.

(B) Initial implementation of the charter school

Funding is requested for Budget Item for Personnel 2 for a 50% Operations Manager (OM) who will be responsible for the business details of site preparation, acquisition of materials and supplies for the school opening, procurement of contracts for operations of the school, and liaison with the SDUSD administration on fiscal matters. Due to the small number of students served in the initial cohort group, the school district would not fund position for start-up.

Direct costs to be funded by this grant include staff release for teachers for five teachers for 40 days, to be scheduled during the grant award period. It is anticipated that at least 15 days of curriculum development time will be purchased by paying for substitutes for the curriculum planning project teachers, with additional release time provided during the start-up and in the first year of operations of the school. Other direct costs include library books (\$10,000) and curricular materials (\$10,000), including student reading and research materials to provide an enriched literacy learning environment and support for advancement toward mastery of academic standards and competencies. The budget item for duplicating (\$11,459) will be used for preparing information brochures, flyers, meeting agendas, descriptions of the program and curriculum and other forms of written communications for recruitment of students, parental and community involvement, and curriculum development.

FROM PROJECT PUENTE**Budget Narrative - Proposed Expenditures**

The two year budget covers the cost of implementing the elements of **PROJECT PUENTE** necessary in achieving its goals. The largest costs to the project will be providing personnel, necessary time to develop and implement all aspects of this project. The budget adequately provides for these elements for the number of years necessary until the program can manage without them. Rather than put the entire budget into words, we will highlight general category costs each year. The attached budget sheet follows two principles: 1) to insure that the work of the project continues when external funding is gone, and 2) the more money that goes directly to student learning the better.

The largest expenditure of **PROJECT PUENTE** is the Bilingual Resource Teacher. Peabody expects to hire Pat Santiago who currently teaches third grade at Peabody.

She would be released from her classroom for the two years of this grant. She would assist in implementing the project objectives, provide assistance and training to classroom teachers, assist in maintaining student records of progress and assist in program implementation. Pat's qualifications include 18 years as a bilingual teacher, a teacher in UCSB's Writer's Camp, District Assessment Committee, District Curriculum Council, District Bilingual Committee, District Standards Development Committee, Lead teacher Transition and Redesignation Site Committee, Teacher leader in Spanish Language Development and English Language Development Committee. We are allocating \$41,211 to this position including benefits plus an additional \$2,000 stipend.

In addition to the Bilingual Resource Teacher, we are allocating \$2,000 for the Project Administrator who is Pat Morales, Peabody's Principal. She will be responsible for the direct supervision and administration of all components of this program as well as the supervision of project staff, budget, planning and evaluation. Pat's teaching experience totals twenty years including eight years as a Bilingual Teacher, Workshop Presenter in Bilingual Methodology, ESL Strategies, Assessment in Language Arts and Integrated Curriculum, facilitator Accelerated Schools and 8 years in administration.

Another \$3,000 will be allocated to our home/school liaison, Nancy Cole, who is currently a kindergarten teacher at Peabody. She will organize parent education workshops, organize communication with families, monitor and encourage parent involvement. She has been a kindergarten teacher for 18 years and has been particularly successful with parental involvement and has taken a leadership role in school reform. She has served as a member of the Charter Governing Council since 1993.

As part of the requested funds, we anticipate spending \$5,000 in clerical support which will provide us with a maximum of 500 hours of clerical support. We expect to use clerical support to perform a wide variety of clerical and secretarial work including but not limited to typing, filing, proofreading, translating, record keeping, data collection, word processing and making family connections. \$10,000 will be used to pay for our head tutors. We expect the head tutors will train parent and community volunteers to assist in implementing **PROJECT PUENTE**. Peabody parents will be recruited, trained and hired as early intervention tutors three hours per day to work with individual students in grades K-2 in language arts. Tutors will be hired based on their Spanish and/or English literacy skills. By working with volunteers we will increase our spending on literacy kits and new books for the library. We are allocating \$1,500 for literacy kits and \$3,500 for new books. The Governing Council has asked the Peabody Charter School Foundation to provide a \$5,000 match during the 1998/1999 and 1999/2000 school years. This will provide a total of \$20,000 in new literature. In addition, we anticipate allocating \$3,000 of the grant funds to pay for UCSB researchers to evaluate the program and to help prepare progress and final reports. \$2,500 will support the costs to purchase a computer and printer. Our Bilingual Resource Teacher and clerical support staff will use this equipment to prepare information for the project; to collect data; and to prepare reports.

The two year budget is reasonable in light of the size of the school and the scope of

reforming, restructuring and upgrading at the site as well as meeting challenging student objectives. Individual budget items are based on known prices. Salaries and benefits are based on district salary schedules and union contracts. Travel, supplies and other costs are estimated based on previous expenditures. The funds provided for the project will be used to support but not supplant State and local funds. A portion of the "other funds" committed to the project represent categorical funding. No budget items pay for existing State or local personnel positions or resources. The budgeted items will support implementation of the PROJECT PUENTE and the achievement of stated objectives. Elements already in existence will continue to be funded by non-grant sources.